



# FOREST PREPARATORY SCHOOL

Early Years Foundation stage Early Learning Goals Links	Key stage 1 National curriculum expectation	Lower Key stage 2 National curriculum expectation	Upper Key stage 2 National curriculum expectation
<p><b><i>Understanding the World EYFS Statutory Educational Programme:</i></b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (Development Matters, 2021)</p>	<p>Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms.</p> <p>They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>		<p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers will combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>

## Progression of History Skills

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of study	<p>All About Me</p> <p>Fairytales</p> <p>Food and Festivals</p> <p>Space</p> <p>Dinosaurs</p> <p>Transport and Travel</p>	<p>Changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory which are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory which are significant nationally or globally e.g. The Great Fire of London</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain e.g. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall and British resistance e.g. Boudicca. The effects of the Roman Empire.</p> <p>Invaders following the fall of the Roman Empire Anglo-Saxons and Vikings.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -</p> <p>The Great Plague- a study of how the people of Eyam sacrificed themselves for the greater good. The trade routes of goods and how the plague spread/how was it eventually stopped.</p> <p>The Tudors-how the dynasty began, how this part of history was seen through the experiences of different people. Tudor legacy on Britain, including religious reform.</p> <p>The Slave trade: exploring the British Empire and how it enabled a global trade including people. Experiences of slaves and the impact on modern day Britain and USA.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world . The Royal Family and their impact on Britain and its history and culture. Comparing and contrasting with other Royal families around the world.</p> <p>Local History Study of Timperley. Linked into Geography with Local area and traffic.</p>	<p>World War II</p> <p>Can examine periods in world history; identifying contrasts with and influences on British society at the time.</p> <p>Can discuss the impact and causes of historical changes in Britain.</p> <p>Can create historically valid questions about cause and significance.</p> <p>Can make links between events and changes; giving reasons for them and explaining the result.</p> <p>Can make links between events and changes; giving reasons for them and explaining the result.</p> <p>Various developments in Crime and Punishment from the Romans to the 21st century. We will note connections, contrasts and trends over time and develop the appropriate use of historical terms. We will learn to understand how our knowledge of the past is constructed from a</p>

# Forest Preparatory School History Progression Map

							<p>range of sources and that different versions of the past may exist.</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<p>All About Me- baby photos, grandparents lives’</p> <p>Food and Festivals- Remembrance Day, Guy Fawkes</p> <p>Space- first moon landing</p> <p>Dinosaurs- date timeline/ terminology</p> <p>Transport and Travel- historical transport, important transport inventions</p>	<p>Recall some facts about people/events before living memory.</p> <p>Say why people may have acted the way they did.</p> <p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give some reasons (with evidence) for some important historical events.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Use evidence to support arguments.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p> <p>Show developing appropriate use of historical terms.</p>
<p><b>Historical interpretation</b></p>		<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Relate his/her own account of an event and understand that others may give a different version.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Think about and</p>	<p>Explore the idea that there are different accounts of history and what the reasons for this might be.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Understand that</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be</p>

# Forest Preparatory School History Progression Map

			discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?		sources can contradict each other	Understand that the type of information available depends on the period of time studied.  Evaluate the usefulness of a variety of sources. Make comparisons between aspects of periods of history and the present day.	different accounts of history, linking this to factual understanding of the past.
<b>Chronological Understanding</b>	All About Me- baby photos, grandparents lives’  Dinosaurs- date timeline/ terminology	Understand the difference between things that happened in the past and the present.  Describe things that happened to themselves and other people in the past.  Place known events and objects in chronological order (timeline).  Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Show an awareness of the past and use the words past and present when telling others about an event.  Recount changes in my own life over time.  Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline).  Identify similarities and differences between ways of life in different periods.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  Describe dates of and order significant events from the period studied (timeline).  Use an increasing range of common words and phrases relating to the passing of time.  Describe memories of key events in his/her life using historical vocabulary	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  Place some historical periods in a chronological framework (timeline).  Describe the main changes in a period in history.  Use historic terms related to the period of study	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  Describe the main changes in a period in history.  Use dates to order and place significant events on a timeline.	Order significant events, movements and dates on a timeline.  Identify and compare changes within and across different periods.  Understand how some historical events occurred concurrently in different locations i.e. Mayan society and Crime and Punishment in Great Britain
<b>Historical enquiry</b>		Describe some simple similarities and differences between artefacts.  Find answers to some simple questions about the past from simple sources of information e.g. ‘What do you think it could have been used	Understand some of the ways in which we find out about the past Identify different ways in which the past is represented.  Ask and answer questions, choosing and using parts of stories and other	Use sources of information in ways that go beyond simple observations to answer questions about the past.  Use a variety of resources to find out about aspects of life in the past. E.g.	Use sources of information in ways that go beyond simple observations to answer questions about the past.  Use a variety of resources to find out about aspects of life in the past. E.g.	Compare sources of information available for the study of different times in the past.  Choose reliable sources of evidence to answer questions, realising that there is often not a single	Understand how our knowledge of the past is constructed from a range of sources.  Make confident use of a variety of sources for independent research.  Construct informed

# Forest Preparatory School History Progression Map

		<p>for?’</p> <p>Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past</p>	<p>sources to show that he/she knows and understands key features of events.</p>	<p>documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>responses that involve thoughtful selection and organisation of relevant historical information. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
<p>Organisation and communication</p>		<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past, including role-play. Talk, draw or write about aspects of the past.</p>	<p>Use a wide vocabulary of everyday historical terms to describe objects, people or events in history.</p> <p>Speak about how he/she has found out about the past e.g. through role-play.</p> <p>Record what he/she has learned by drawing and writing, including using ICT.</p>	<p>Communicate learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Provide an account of a historical event based on more than one source.</p> <p>Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p>	<p>Provide an account of a historical event based on more than one source.</p> <p>Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p>

